



## Joseph Keels Elementary

7500 Springcrest Drive  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	599 Students	
<b>Principal</b>	Lynne Ladue	803-736-8754
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

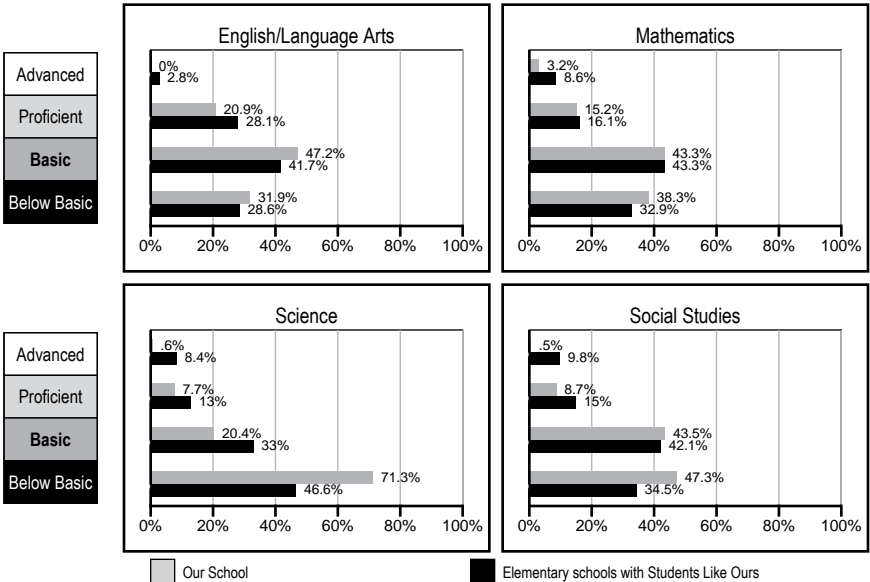
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	67	20

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=599)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 0.5%	3.0%	2.3%
Attendance rate	96.2%	No Change	96.0%	96.3%
Eligible for gifted and talented	2.7%	Up from 0.3%	4.5%	10.4%
With disabilities other than speech	8.9%	Up from 1.0%	8.0%	7.5%
Older than usual for grade	0.4%	Down from 0.6%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	66.7%	Down from 69.2%	53.6%	56.7%
Continuing contract teachers	64.7%	Down from 82.7%	70.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	75.5%	Down from 80.7%	83.6%	86.4%
Teacher attendance rate	95.7%	Up from 95.5%	95.0%	94.9%
Average teacher salary	\$45,073	Up 2.0%	\$44,021	\$45,345
Professional development days/teacher	8.8 days	Down from 10.3 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 15.8 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.6%	Up from 90.2%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Up from 93.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,832	Up 6.4%	\$7,712	\$7,052
Percent of expenditures for instruction*	76.7%	Down from 79.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	71.8%	Down from 73.6%	62.7%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Joseph Keels Elementary School has completed a successful 2007-2008. Under our banner of "Dream, Believe, Achieve," Keels continues to foster a positive learning environment through our Positive Behavior Incentives and Supports (PBIS) program. All Keels students follow a Code of Conduct, receiving positive office referrals for performing random acts of kindness, being respectful, responsible, safe, and prepared. Student leadership is fostered through the creation of our new Youth Action Council, our young ladies' Pyramids of Excellence group, fifth grade leadership seminars throughout the year, our Beta Club and Student Council. All of the above mentioned groups performed community service learning projects throughout the school year.

Having a full time parent educator has allowed Keels to survey our parents and create quarterly parent workshops focusing on the needs and interests specific to our parents. These included health and wellness, personal finance, punishment versus discipline, and literacy. Feedback from parents was very positive. Surveys done now will drive our workshops for the next school year.

From our Smart Start program in Kindergarten through Grade 2, designed to build vocabulary, higher order thinking and questioning skills, as well as gifted, intelligent behavior in all children, we at Keels provide a variety of diverse programs geared to meeting the needs of divergent learners. In Grades two and three, we have Center for Achievement classes based on the work of Dr. Mel Levine. Third grade boasts an I-TECH classroom for those tech savvy student learners. We offered single gender classes in our fourth grade classrooms, and will be expanding that to include fifth grade next year. Students can also take advantage of an advanced math class in Grade five.

Keels has piloted Benchmark testing in math this year in Grades three through five in an effort to track student growth and progress more closely over time. This has allowed us to modify our instruction to focus on the specific needs of our students in Grades two through five. We continue to integrate technology into instruction with the placement of SMART Boards in 100% of our classrooms. Interactive teaching and learning is an integral part of every Keels classroom.

Keels continues its Red Carpet tradition of maintaining a customer friendly environment for all stakeholders. Our ongoing partnerships with Boys & Girls Club of the Midlands and HOPE worldwide provide learning and character development opportunities for our students six days a week at Keels. Through our partnership with HOPE worldwide, it has been possible to provide mentors for some of our fourth and fifth grade students.

Joseph Keels continues to develop students who are sound of mind, body, and spirit.

Lynne M. Ladue, Principal  
Carol Henley, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	89	66
Percent satisfied with learning environment	90.9%	69.0%	82.8%
Percent satisfied with social and physical environment	91.3%	72.7%	76.9%
Percent satisfied with school-home relations	78.3%	83.0%	84.4%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 9 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	324	100	31.1	46.7	21.8	0.3	31.8	54.9	48.2	No	Yes
Gender											
Male	179	100	40	41.3	18.1	0.6	25.6	47.6	41.7	N/A	N/A
Female	145	100	20.2	53.5	26.4	0	39.5	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	60	I/S	I/S
African American	311	100	31	46.9	21.7	0.4	32.1	44.1	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	44	100	55.3	28.9	13.2	2.6	26.3	20.4	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	266	100	29.8	47.8	22	0.4	32.2	37.4	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	324	100	37.4	43.3	16.3	3.1	31.5	50	45.8	No	Yes
Gender											
Male	179	100	38.1	45.6	13.8	2.5	28.8	48.2	45.6	N/A	N/A
Female	145	100	36.4	40.3	19.4	3.9	34.9	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	73.9	59	I/S	I/S
African American	311	100	37.5	43.3	15.9	3.2	31	37	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	44	100	55.3	34.2	10.5	0	26.3	20.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	266	100	37.1	43.3	16.3	3.3	31	32.2	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	214	100	69	19.8	8.6	2.7	11.2	43	35.7	96.2	97.3
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Gender

Male	117	100	71.8	17.5	6.8	3.9	10.7	44.2	37.4	96.1	97.2
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Female	97	100	65.5	22.6	10.7	1.2	11.9	41.8	33.8	96.4	97.5
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Racial/Ethnic Group

White	1	I/S	I/S	I/S	I/S	I/S	I/S	68.8	49.2	94	97.2
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African American	206	100	69.4	19.4	8.3	2.8	11.1	29.1	17	96.3	97.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	95.1	98
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	95.9	96.8
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.2	96.5
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Disability Status

Disabled	35	100	65.5	6.9	13.8	13.8	27.6	18.6	14	95.4	96.5
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	95.3	97.2
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Socio-Economic Status

Subsided meals	174	100	67.7	20.3	8.9	3.2	12	24.7	21.1	96.3	96.8
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Social Studies

All Students	211	99.5	46	43.9	9.6	0.5	10.2	42.9	34	96.2	97.3
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Gender

Male	113	99.1	47.5	41.4	11.1	0	11.1	44.7	36.6	96.1	97.2
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Female	98	100	44.3	46.6	8	1.1	9.1	40.9	31.3	96.4	97.5
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	44.5	94	97.2
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African American	204	99.5	46.4	44.2	8.8	0.6	9.4	31.9	19.1	96.3	97.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	95.1	98
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	95.9	96.8
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.2	96.5
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Disability Status

Disabled	25	100	55	35	10	0	10	21.3	14.4	95.4	96.5
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	95.3	97.2
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Socio-Economic Status

Subsided meals	171	99.4	47.1	44.5	7.7	0.6	8.4	25.3	21	96.3	96.8
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	98	100	22.5	39.3	38.2	0	38.2
	4	98	100	33	51.1	16	0	16
	5	87	100	48	46.7	5.3	0	5.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	124	100	24.3	43.2	32.4	0	32.4
	4	100	100	35.3	45.9	17.6	1.2	18.8
	5	100	100	35.5	51.6	12.9	0	12.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	98	100	48.3	41.6	10.1	0	10.1
	4	98	100	41.5	39.4	12.8	6.4	19.1
	5	87	100	33.3	49.3	13.3	4	17.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	124	100	36	47.7	12.6	3.6	16.2
	4	100	100	36.5	37.6	20	5.9	25.9
	5	100	100	39.8	43	17.2	0	17.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	49	100	51.2	39.5	7	2.3	9.3
	4	98	100	64.5	31.2	2.2	2.2	4.3
	5	44	100	62.9	31.4	0	5.7	5.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	64	100	57.9	24.6	14	3.5	17.5
	4	100	100	75.3	18.8	3.5	2.4	5.9
	5	50	100	71.1	15.6	11.1	2.2	13.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	51	100	15.9	47.7	34.1	2.3	36.4
	4	98	100	50.5	41.9	5.4	2.2	7.5
	5	43	100	42.5	50	5	2.5	7.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	61	100	36.4	49.1	14.5	0	14.5
	4	100	100	48.2	44.7	5.9	1.2	7.1
	5	50	98	53.2	36.2	10.6	0	10.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

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